

# CHILD DEVELOPMENT

Levels: 9-12

Units of Credit: .5 to 1.0

CIP Code: 20.0102

Prerequisite: None

## COURSE DESCRIPTION

**CHILD DEVELOPMENT**—(.5-1.0 credit) This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Learning activities, observation techniques, and lab experiences in working with young children may be included. Student leadership (FCCLA) may be an integral part of the course. (Standards 1-7 will be covered on Skill Certification Test # 320)

**NOTE:** By Utah State law, parental or guardian consent is required for a student to participate in human sexuality instruction. State policy states that instruction includes the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Consult the local school district on its policy regarding the teaching of human sexuality and district approved instructional materials.

## CORE STANDARDS, OBJECTIVES, AND INDICATORS

### STANDARD

**20.0102-01** Students will evaluate parenting roles and responsibilities.

### OBJECTIVES

**20.0102-0101** Recognize the characteristics and responsibilities of parenting  
National Standard 15.1.2

- Identify the importance of children in society
- Evaluate the rights of children and parents
- Recognize that early childhood experiences impact individuals as adults
- Discuss qualities and considerations needed for parenting readiness
- Evaluate factors to consider in determining personal preparedness for parenthood (i.e., biological, social, emotional, financial, educational)
- Discuss the nature of parenting responsibilities
- Discuss how parenting/caregiver skills are learned
- Evaluate the demands and rewards of parenting

**20.0102-0102** Explain the importance of nurture and nature.

National Standards 12.2.1, 12.3.1

- Discuss nature (heredity) and its implications
- Define bonding and discuss the bonding process
- Analyze the importance of the bonding process after delivery
- Define nurturing and identify ways of nurturing
- Discuss the importance of nurturing and its positive implications
- Identify the potential consequences from a lack of bonding and/or nurturing
- Evaluate the impact of nurturing upon all aspects of development

- 20.0102-0103 Identify factors influencing the development of self-concept.  
National Standards 12.2.2, 12.2.3, 12.2.4
- Define self-concept
  - List the four components of the self-concept cycle and describe the effects of each
  - Identify the influences on the development of self-concept
  - Identify characteristic traits of low and high self-concepts
  - Discuss ways to promote positive self-concepts in children

**STANDARD**

- 20.0102-02** Students will identify growth, development and developmental theories.  
(Objectives may be integrated into each developmental age under standards 4 and 5.)

**OBJECTIVES**

- 20.0102-0201 Identify generalizations of growth and development.  
National Standards 12.1.1, 12.1.2
- Recognize the generalizations of human growth and development
  - Describe the basic patterns of growth (simple to complex, head to foot, center to outside, etc.)
  - Define and identify physical, cognitive, social, emotional and moral development
- 20.0102-0202 Identify the characteristics of selected developmental theories.  
National Standards 12.1.1, 12.1.2
- Identify and define the basic concepts of growth and development
  - Describe the interrelationships between physical, social, emotional, moral, and cognitive aspects of development
  - Identify Erickson and Piaget's human developmental theories

**STANDARD**

- 20.0102-03** Students will identify characteristics of prenatal development and childbirth.

**OBJECTIVES**

- 20.0102-0301 Explain correct facts concerning conception.  
National Standard 15.4.1
- Review reproductive organs and the functions of each
  - Describe the reproductive process
  - Discuss appropriate ways to teach young children about sexuality
- 20.0102-0302 Chart heredity and environmental factors influencing birth defects.  
National Standard 15.4.1
- Analyze the influence and effects of genetics and heredity
  - Define recessive and dominant genes
  - Identify types and causes of birth defects and their characteristics
  - Identify risks for genetic birth defects and the benefits of genetic counseling
  - Specify lifestyle factors that minimize environmental birth defects (drugs, alcohol, tobacco)
  - Identify the role of folic acid in the prevention of neural tube defects
  - Identify the role of appropriate nutrition and weight gain on prenatal development
  - Explain the role of prenatal testing in the detection of birth defects. (ultrasound and amniocentesis)
  - Identify causes and implications of birth defects (Down's syndrome, PKU, muscular dystrophy, fetal alcohol syndrome, neural tube defects, cleft palate/cleft lip, club hand/foot)
  - Discuss the importance of early prenatal and on-going prenatal care

- 20.0102-0303 Explain the characteristics of pregnancy.
- National Standard 15.4.1
  - Discuss the health risk of teen pregnancy
  - Identify the early signs and symptoms of pregnancy
  - Identify common discomforts occurring during pregnancy
  - Identify potential pregnancy complications (RH factor, toxemia/pre-eclampsia, miscarriage, stillbirth, premature, low birth weight)
- 20.0102-0304 Explain the processes occurring during prenatal development.
- National Standard 15.4.1
- Outline the stages occurring during prenatal development (zygote, embryo, fetus)
  - Define and discuss prenatal terminology (umbilical cord, placenta, amniotic fluid, amniotic sac, uterus, etc.)
  - Identify the prenatal development occurring during each trimester
  - Discuss multiple births
- 20.0102-0305 List the sequential events in the childbirth process.
- National Standard 15.4.1
- Define childbirth terms (show, crowning, episiotomy, etc.)
  - Describe the three stages of labor
  - Discuss delivery options
  - Describe possible complications that may occur during childbirth

**STANDARD**

**20.0102-04** Students will explain the growth and development of the neonate and infant.

**OBJECTIVES**

- 20.0102-0401 Describe the growth and development of the neonate and infant.
- National Standards 12.1.1, 12.1.2
- Identify the physical characteristics and needs of the neonate
  - Identify the Apgar test and scale
  - Identify neonatal reflexes (sucking/rooting, startle/moro, babinski, walk/step, tonic neck, Darwinian/grasp)
  - Identify the function of fontanelles
  - Discuss feeding options and practices of the neonate
  - Review the bonding process and the importance of the bonding process after delivery
- 20.0102-0402 Describe the growth and development of the infant.
- National Standards 12.1.1, 12.1.2
- Identify the sequence of physical development of the infant
  - Identify the height and weight gains during the first year of life
  - Describe the emotional and social development of the infant
  - Define and discuss stranger anxiety and separation anxiety
  - Describe Erickson's stage of trust vs. mistrust
  - Describe the ways infants learn
  - Discuss the importance of crawling, creeping, and stimulation for language and reading development
  - Define and discuss object permanence
  - Describe Piaget's sensory-motor stage
  - Describe solitary and on-looker play
  - Evaluate age-appropriate learning activities and materials for infants
  - Examine the reasons for infant crying and how to meet those needs
  - Examine shaken baby syndrome and its ramifications

- Describe sudden infant death syndrome (SIDS) and prevention strategies
- Utilize observations and/or case studies to examine the growth and development of infants

**STANDARD****20.0102-05**

Students will explain the growth and development of toddlers and preschoolers.

**OBJECTIVES**

20.0102-0501 Describe the growth and development of the toddler.

National Standards 12.1.1, 12.1.2

- Describe the physical characteristics and skills of toddlers
- Identify self-help skills of toddlers
- Discuss readiness for appropriate toileting practices
- Describe the social and emotional characteristics
- Discuss Erickson's stage of autonomy versus shame and doubt
- Discuss Piaget's sensorimotor and preoperational stages
- Describe language development during the toddler stage
- Describe toddler play and its role in development (solitary, parallel, and on-looker)
- Evaluate age-appropriate learning activities and materials for toddlers
- Utilize observations and/or case studies to examine the growth and development of infants

20.0102-0502 Describe the growth and development of the preschooler.

National Standards 12.1.1, 12.1.2

- Describe the physical characteristics and skills of the preschooler
- Identify the gross and fine motor skills developed
- List age-appropriate activities that promote physical development
- Describe the social and emotional characteristics of the preschooler
- Discuss the development of social skills learned during the preschool years
- Discuss Erickson's stage of initiative vs. guilt
- List age-appropriate activities that promote social and emotional development
- Discuss age-appropriate toys
- Evaluate age-appropriate learning activities and materials for preschoolers
- Describe the cognitive development of the preschooler
- Discuss Piaget's preoperational stage
- Define and give examples of a child's ability to understand the terms conservation, sorting, classifying, seriation, transformation, reversal
- Describe the development of understanding between reality and fantasy
- Discuss the types and role of play for preschool age children
- Discuss the moral development of the preschooler
- Utilize observations and/or case studies to examine the growth and development of preschoolers

**STANDARD****20.0102-06**

Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations.

(Objectives may be integrated into each developmental age under standards 4 and 5.)

**OBJECTIVES**

20.0102-0601 Analyze appropriate positive discipline/guidance techniques.

National Standards 15.2.1, 15.2.2, 15.2.3

- Define discipline, punishment and guidance
- Compare the democratic, permissive and authoritative styles of parenting

- Identify common needs and reasons for children's inappropriate behaviors
- Create positive statements
- Discuss reasons and guidelines for setting limits
- Compare natural and logical consequences
- Discuss guidelines for redirection, reverse attention and time out
- Practice infant age-appropriate positive guidance techniques
- Practice toddler age-appropriate positive guidance techniques
- Practice preschool age-appropriate positive guidance techniques

**20.0102-0602** Describe challenging situations and the skills needed to cope.

National Standards 15.4.4, 15.3.1

- Discuss the common stresses of childhood
- Identify and discuss challenging situations for children
- Describe support needed by young children to cope with challenges
- Discuss childhood fears and strategies to deal with fears
- Describe childhood feelings dealing with loss and coping strategies (divorce, death)
- List and define the types of abuse (emotional, physical, sexual)
- Discuss physical and emotional neglect
- Discuss abuse and neglect reporting procedures
- Identify local resources available for parent and/or child assistance
- List appropriate strategies, coping skills and resources for dealing with challenging issues affecting children (biting, crying, power struggles, handicaps, grief, divorce, illness, etc.)

## **STANDARD**

### **20.0102-07**

Students will examine issues related to the health and wellness of children.

(Objectives may be integrated into each developmental age under standards 4 and 5.)

## **OBJECTIVES**

### **20.0102-0701**

Identify health and wellness considerations for infants through preschoolers.

National Standard 15.2.1

- List common childhood illnesses/diseases
- Identify signs and symptoms of childhood illnesses
- Describe common childhood immunizations (MMR, DTP, HIB, hepatitis B, chicken pox, polio)
- Identify common first aid practices for burns, convulsions, bleeding, bee stings, insect bites and poisons
- Discuss car seats and appropriate car seat safety and current seat belt laws

**20.0102-0702** Describe the criteria for quality childcare and caregivers.

National Standards 15.3.1, 15.3.2

- Describe attributes and skills of quality caregivers
- Discuss safety and financial considerations
- Describe an appropriate nurturing environment
- Identify appropriate activities
- Discuss location, flexibility and convenience issues

**Note: The following standards and objectives are optional.**

**STANDARD**

**20.0102-08** Students will participate in a preschool lab experience.

**OBJECTIVES**

20.0102-0801 Identify purpose and goals of a preschool.  
National Standards 15.3.1, 15.3.2

20.0102-0802 Define and discuss the roles of the lead and support teachers.  
National Standard 4.1.1

20.0102-0803 Identify an appropriate learning environment.  
National Standard 4.3.1

20.0102-0804 Observe appropriate learning centers and room arrangement.  
National Standard 4.3.1

20.0102-0805 Develop age appropriate activities and/or lesson plans.  
National Standard 4.3.2

20.0102-0806 Complete developmental observation(s).  
National Standard 4.2.2

20.0102-0807 Implement and evaluate teaching activities/experiences.  
National Standards 4.3.2

**STANDARD**

**20.0102-09** Students will explain the growth and development of school-age children and adolescents.

**OBJECTIVES**

20.0102-0901 Identify the physical development of school-age children.  
National Standards 12.1.1, 12.1.2

20.0102-0902 Identify the social, emotional and moral development of school-age children.  
National Standards 12.1.1, 12.1.2

20.0102-0903 Identify the cognitive development of school-age children.  
National Standards 12.1.1, 12.1.2

20.0102-0904 Identify the physical development of adolescents.  
National Standards 12.1.1, 12.1.2

20.0102-0905 Identify the social, emotional and moral development of adolescents.  
National Standards 12.1.1, 12.1.2

20.0102-0906 Identify the cognitive development of school-age adolescents.  
National Standards 12.1.1, 12.1.2